

**Numeracy****Place Value**

*Children will work within their capabilities (10,000 or 100,000 or 1,000,000 or beyond)*

- Rounds whole numbers to the nearest 1000, 10 000 and 100 000.
- Rounds decimal fractions to the nearest whole number, to one decimal place and two decimal places.
- Reads, writes and orders whole numbers to 1 000 000, starting from any number in the sequence.
- Explains the link between a digit, its place and its value for whole numbers to 1 000 000. Rounds whole numbers to the nearest 1000, 10 000 and 100 000.
- Adds and subtracts multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to two decimal places.
- Adds and subtracts whole numbers and decimal fractions to two decimal places, within the number range 0 to 1 000 000.

**Measure**

- Uses the comparative size of familiar objects to make reasonable estimations of length, mass, area and capacity.
- Estimates to the nearest appropriate unit, then measures accurately: length, height and distance in millimetres (mm), centimetres (cm), metres (m) and kilometres (km); mass in grams (g) and kilograms (kg); and capacity in millilitres (ml) and litres (l).
- Calculates the perimeter of simple straight sided 2D shapes in millimetres (mm), centimetres (cm) and metres (m).
- Calculates the area of squares, rectangles and right-angled triangles in square millimetres (mm<sup>2</sup>), square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).
- Calculates the volume of cubes and cuboids in cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>).
- Draws squares and rectangles accurately with a given perimeter or area.

**Literacy****Reading**

Reading will be carried out as a whole class this term through a class novel. The class novel is "The Titanic Detective Agency" by Lindsay Littleton.

- Children will focus on a reading strategy each week (making connections, predictions, monitoring, questioning, summarising, visualising) and complete follow up tasks based on the strategy.
- Children will be given the opportunity to explore various short reads that will help them to identify good structure and features from a wide range of texts.
- Children will have their own personal reader which they can read at home and in class for enjoyment and fluency.
- Children will take part in whole class reading time for 7 minutes twice a day.

**Spelling**

Spelling will focus on developing and consolidating children's knowledge of phonemes and the different grapheme representations. Learning will also involve, spelling rules and growing words by adding suffixes and prefixes. In class, children will be supported to generate word lists, with spelling lists being given appropriately for practice.

**Handwriting**

Pupils will practice their handwriting using the Kaligo programme. Kaligo will help the children to improve their letter formation, presentation of work as well as aid their spelling.

**Writing**

Children will write in various formats and linked to their Earth & Beyond topic.

- When writing to convey information, describe events, explain processes or combine ideas in different ways:
  - Uses appropriate style and format to convey information applying key features of the chosen genre.
  - Includes relevant ideas, knowledge and information.
  - Organises and presents information in a logical way
  - Uses tone and vocabulary appropriate to purpose.
- When writing imaginatively and creatively:
  - Applies a few features of the chosen genre.
  - Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
  - Creates setting/context with some descriptive detail.
  - Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
  - Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.

**Health and Wellbeing**

In PE, Mrs Cruickshank will focus on invasive games and building up the appropriate skills. These skills will include dribbling, passing, shooting, attacking and defending.

Bounce Back will be used to focus on emotions. The lessons will go through each emotion and give the children ways of managing each of their emotions.

Outdoor Learning will continue to run fortnightly, focussing on team work, problem solving and resilience.

### **Context for Learning**

*Our context for learning is Earth and Beyond. The pupils have come up with key questions that they would like to learn about:*

- How does space keep expanding?
- What are black holes? What do they do?
- How do magnets repel each other?
- How does gravity work?
- Why are there plates in the earth?
- How likely is it that aliens are going to come to earth?
- What are forces?
- Describes how the Earth spins around its axis in 24 hours resulting in day and night.
- Observes and records the different patterns of movement of the moon and explains why the moon appears to have different shapes and positions in the sky at different times in a lunar month.
- Demonstrates understanding of how the Earth takes one year to completely orbit the sun.
- Demonstrates understanding of how the tilt of the Earth on its axis as it circles the sun causes the pattern of the seasons and changes to the number of daylight hours over the course of a year.
- Reports collaboratively on the key features of the planets including size, distance from the sun, length of day, length of year, temperature, materials from which they are predominantly made and the number of moons.
- Uses simple models to communicate understanding of size, scale, time and relative motion within our Solar System, including how solar & lunar eclipses occur.
- Predicts and then investigates how a force can make an object change speed, direction or shape, and uses vocabulary such as pushing, pulling, stretching, squashing and twisting to describe forces.
- Investigates balanced forces and explains that if a push and pull are equal in strength and opposite in direction then there is no change in movement.
- Reports in writing, visually, orally how magnets exert a non-contact force on each other and attract certain materials. Demonstrates through practical activities that like poles repel and opposite poles attract.
- Measures gravitational force with a force meter or newton meter and records results using appropriate units (newtons).
- Explains how some objects may become electrically charged by rubbing two surfaces together and how the charges produce an electrostatic force.
- Investigates and demonstrates understanding that magnetic and electrostatic forces can both repel and attract.
- Describes practical applications of magnetic, electrostatic and gravitational forces, for example, magnetised needle in a compass.

### **Expressive Arts**

#### **Art & Design**

Pupils will carry out art & design activities linked to their Earth & Beyond topic.

#### **Drama/Music**

Pupils will carry out activities based on movement, rhythm, improvisation and voice.

- Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking.
- Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion.
- Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings.
- Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.
- Gives a personal response to drama experiences, with appropriate justification.
- Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary.
- Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple melodies and rhythms.

### **1 + 2 Modern Languages**

Pupils will continue to use French language as part of their daily routines. Pupils will learn how to have conversations in French and use new vocabulary based on food, shopping and money.